The Landscape

A Statewide Survey for Providers of Professional Development in Early Childhood

www.fpg.unc.edu/~npdci

Purpose

This survey is designed to gather information that will produce a descriptive landscape of professional development in early childhood in your state across multiple sectors. The intended respondents are **professional development providers**—those who provide learning opportunities and support for practitioners (the learners) who work directly with young children (birth to 8) and their families. The information gathered by *The Landscape* can be used to describe who the learners are, what professional development content they receive, and how learners acquire core competencies and get support to apply what they learn in practice. *The Landscape* may be especially appropriate for use by respondents who provide professional development leading to associate degrees, child development credentials, and continuing education credits, as well as individuals who provide ongoing support (e.g., coaching, consultation, technical assistance).*

Directions

This survey is divided into several sections: (I) the who, (II) the what, and (III) the how of professional development, along with (IV) questions about key contexts and supports for professional development. A final section (V) is designed to gather background information about you, the provider. Read each of the items below and follow the directions to select the answer that most accurately reflects your own experience as a provider of professional development in your state or local community. In answering the questions, draw upon your experiences providing professional development in the current school year (September through August). Answer each question and try not to leave any of them blank.

* *The questions on this survey may be less relevant or appropriate for use by faculty who provide professional development leading to bachelor or graduate level degrees.*

Who

1. Who are the learners who participate in professional development activities that you facilitate? **(Check all that apply.)**
    a. _____ Practitioners (e.g., teachers, teaching assistants, child care providers, paraprofessionals)
    b. _____ Specialists (e.g., speech-language pathologists, occupational therapists, physical therapists, school psychologists)
    c. _____ Administrators (e.g., child care directors, principals, school administrators, Pre-K coordinators)
    d. _____ Family members
    e. _____ Professional development providers (e.g., coaches, consultants, technical assistance providers, inclusion specialists, mentors, higher education faculty)
    f. _____ Other: Specify learners_____

If you checked "practitioners" in question 1, answer questions 2-6 below.
If not, skip questions 2-6 and go to question 7.

2. Which level of education is most representative of the practitioners who participate in professional development activities that you facilitate? **(Check one.)**
    a. _____ High School
    b. _____ Some college
    c. _____ Associate of Arts degree
    d. _____ Bachelor of Arts or Science
    e. _____ Graduate degree
    f. _____ Don't know

3. Do most practitioners with whom you work have an early childhood and/or early intervention license or credential? **(Check one.)**
    a. _____ Yes
    b. _____ No
    c. _____ Don't know

4. What age groups do the practitioners in your professional development efforts serve? **(Check all that apply.)**
    a. _____ Infants/toddlers
    b. _____ Pre-kindergarten (3-5 year-olds)
    c. _____ Kindergarten – third grade (or higher)

5. In what types of early childhood programs do practitioners in your professional development efforts currently work? **(Check all that apply.)**
    a. _____ Head Start or Early Head Start
    b. _____ Child care (centers and homes)
    c. _____ Private preschools
    d. _____ Public pre-kindergarten programs
    e. _____ Kindergarten and/or primary elementary school
    f. _____ Early intervention (Part C Infant-Toddler program)
    g. _____ Home visiting or family support services
    h. _____ Public school-based preschool for children with disabilities (Part B-Section 619)
    i. _____ Other: Specify type of program_____

6. Which groups of children and families do <u>practitioners</u> in your professional development efforts currently serve? **(Check all that apply.)**
   a. _____ Children from low-income families or high needs communities
   b. _____ Children from diverse racial, ethnic, or cultural groups
   c. _____ Children who are English language learners
   d. _____ Children with identified disabilities or developmental delays (who have an Individualized Education Program [IEP] or Individualized Family Service Plan [IFSP])
   e. _____ Children considered at risk for learning difficulties or challenging behaviors
   f. _____ Don't know

If you checked "specialists" in question 1, answer questions 7-11 below.
If not, skip questions 7-11 and go to section II.

7. Which level of education is most representative of the <u>specialists</u> who participate in professional development activities that you facilitate? **(Check one.)**
   a. _____ High School
   b. _____ Some college
   c. _____ Associate of Arts degree
   d. _____ Bachelor of Arts or Science
   e. _____ Graduate degree
   f. _____ Don't know

8. Do most <u>specialists</u> with whom you work have an early childhood and/or early intervention or professional license or credential? **(Check one.)**
   a. _____ Yes
   b. _____ No
   c. _____ Don't know

9. What age groups do the <u>specialists</u> in your professional development efforts serve? **(Check all that apply.)**
   a. _____ Infants/toddlers
   b. _____ Pre-kindergarten (3-5 year-olds)
   c. _____ Kindergarten – third grade (or higher)

10. In what types of early childhood programs do <u>specialists</u> in your professional development efforts currently work? **(Check all that apply.)**
    a. _____ Head Start or Early Head Start
    b. _____ Child care (centers and homes)
    c. _____ Private preschools
    d. _____ Public pre-kindergarten programs
    e. _____ Kindergarten and/or primary elementary school
    f. _____ Early intervention (Part C Infant-Toddler program)
    g. _____ Home visiting or family support services
    h. _____ Public school-based preschool for children with disabilities (Part B-Section 619)
    i. _____ Other: Specify type of program_____

11. Which groups of children and families do <u>specialists</u> in your professional development efforts currently serve? **(Check all that apply.)**
    a. _____ Children from low-income families or high needs communities
    b. _____ Children from diverse racial, ethnic, or cultural groups
    c. _____ Children who are English language learners
    d. _____ Children with identified disabilities or developmental delays (who have an Individualized Education Program [IEP] or Individualized Family Service Plan [IFSP])
    e. _____ Children considered at risk for learning difficulties or challenging behaviors
    f. _____ Don't know

What

12. What content areas are covered in the professional development activities that you facilitate? **(Check all that apply.)**
    a. ____ Children's *development and learning* (e.g., motor, language/communication, cognition, social-emotional, self-help skills, school readiness skills)
    b. ____ Children's *health, safety, and nutrition*
    c. ____ Strategies for collaborating, communicating with, and/or supporting *families*
    d. ____ Strategies for collaborating and communicating with other *professionals*
    e. ____ Strategies for improving general classroom practices, learning environments, and program quality to support development and learning for *all* children
    f. ____ Strategies for improving inclusion, participation, and learning for children with identified *disabilities* (who have an IEP/IFSP)
    g. ____ Strategies for improving inclusion, participation, and learning for children considered *at risk* for learning difficulties or with challenging behaviors
    h. ____ Strategies for improving inclusion, participation, and learning for children from *diverse cultural and linguistic groups*
    i. ____ Assessment approaches
    j. ____ Other: Specify content areas_____

13. On what professional and program standards/competencies do you base the content of your professional development activities? **(Check all that apply.)**
    a. ____ DEC Recommended Practices
    b. ____ NAEYC Early Childhood Program Standards and Accreditation Criteria
    c. ____ NAEYC Developmentally Appropriate Practice in Early Childhood Programs
    d. ____ Preparing Early Childhood Professionals: NAEYC's Standards for Programs
    e. ____ NAEYC Codes of Ethical Conduct
    f. ____ Head Start Child Outcomes Framework and Head Start Program Performance Standards
    g. ____ The Office of Special Education Programs (U.S. Department of Education) outcomes for children with disabilities (http://www.fpg.unc.edu/~ECO/)
    h. ____ Professional competencies/standards endorsed by a national professional organization (e.g., Council for Professional Recognition)
    i. ____ Your state's early learning guidelines/standards for infants and toddlers, pre-kindergarteners, or elementary school students
    j. ____ Your state's professional competencies or core body of knowledge for early childhood
    k. ____ Your state's Quality Rating System (QRS) or Quality Rating and Improvement System (QRIS)
    l. ____ Other: Specify standards/competencies_____

How

14. Which primary approaches do you use in your professional development efforts to support learners in applying new skills in practice? **(Check all that apply.)**
    a. _____ Courses, workshops, or institutes on specific topics
    b. _____ Technical assistance (responds to program or systems-level needs for improvement using a range of resources, information, and supports)
    c. _____ Consultation (a planned and coordinated sequence of meetings and activities that are negotiated with the client to address a mutually defined goal for change)
    d. _____ Coaching (interactions focused on helping the learner acquire a specific skill or set of skills)
    e. _____ Mentoring (a relationship for learning based on reflection and observation that is designed to promote awareness and refinement of one's professional practice)
    f. _____ Co-teaching (an arrangement in which two practitioners with different expertise share teaching roles and responsibilities)
    g. _____ Communities of practice or practitioner study groups (a group with diverse membership organized to promote shared inquiry and learning in an effort to improve a particular practice)
    h. _____ Distance learning (a wide range of teaching and learning activities using Internet and Web-based resources and tools)
    i. _____ Other: Specify approaches_____

15. Which specific teaching strategies do you use in your professional development activities? **(Check all that apply.)**
    a. _____ Lectures
    b. _____ Large and small group discussions
    c. _____ Large and small group activities
    d. _____ Video demonstrations
    e. _____ Individual or group assignments (e.g., group projects)
    f. _____ Structured opportunities to interact with and learn from families of young children
    g. _____ Print materials (e.g., readings, books, course packs, handouts)
    h. _____ Case method of instruction (e.g., vignettes, examples, case stories)
    i. _____ Field assignments, homework, back-home or action plans
    j. _____ Role play
    k. _____ Guidance and feedback on instructional or intervention practices
    l. _____ Web resources, or online literature searches
    m. _____ Networking opportunities (e.g., email, listservs, virtual communities, mailings, face-to-face contacts/meetings, phone)
    n. _____ Other: Specify teaching strategies_____

16. What type of credits can learners in your professional development activities earn? **(Check all that apply.)**
    a. _____ Continuing education credits
    b. _____ College or university credits
    c. _____ Certificate of participation
    d. _____ State approved/required training credits
    e. _____ Other: Specify type of credit_____

17. Which best describes the <u>level of intensity</u> of your professional development activities on a particular topic? **(Check one.)**
    a. _____ 1-time professional development event
    b. _____ 1-time professional development event with some follow-up activities
    c. _____ Full semester course and/or long-term professional development support (e.g., technical assistance, consultation, coaching, mentoring)
    d. _____ Other: Specify level of intensity_____

18. How often have you provided professional development in the current school year (September through August)? **(Check one.)**
    a. ____ Less than once per month
    b. ____ 1-2 times per month
    c. ____ 3-5 times per month
    d. ____ More than 5 times per month

Contexts & Supports
IV. Key Contexts and Supports for Professional Development

19. Is the professional development you provide coordinated across multiple agencies, institutions, or disciplines? **(Check one.)**
    a. ____ Yes: Specify which agencies, institutions, or disciplines (e.g., Pre-K and Head Start collaborative trainings)_____

    _____
    How often is the professional development you provide coordinated across multiple agencies, institutions, or disciplines? ☐ Sometimes ☐ Frequently

    b. ____ No

20. Do you ever publicize the professional development you provide? **(Check one.)**
    a. ____ Yes: Specify methods used_____

    _____

    b. ____ No

21. Are you aware of any specific local, state, or federal policies and initiatives that influence how you approach professional development? **(Check one.)**
    a. ____ Yes: Specify these policies and initiatives_____

    _____

    b. ____ No

22. Are there incentives available to encourage participation in the professional development you provide? **(Check one.)**
    a. ____ Yes: Specify these incentives_____

    _____

    b. ____ No

23. Are you aware of any organizational or agency resources that can be used to support the professional development you provide? **(Check one.)**
    a. ____ Yes: Specify these resources_____

    _____

    b. ____ No

24. Do you use any methods to evaluate the professional development you provide? **(Check one.)**
    a. ____ Yes: Specify methods used_____

    _____

    b. ____ No

25. What is your age? _____ yrs.

26. What is your sex? ☐ Female ☐ Male

27. What is your race?
    a. _____ American Indian or Alaska Native
    b. _____ Asian
    c. _____ Black/African American
    d. _____ Native Hawaiian or Pacific Islander
    e. _____ White
    f. _____ Multiracial
    g. _____ Other

28. What is your ethnicity?
    a. _____ Hispanic or Latino
    b. _____ Not Hispanic or Latino

29. How many years have you worked in the early childhood field? _____ yrs.

30. How many years have you worked as a provider of professional development for practitioners who work with young children (birth to 8) and their families? _____ yrs.

31. What is your highest level of education? **(Check one.)**
    a. _____ High School
    b. _____ Some college
    c. _____ Associate of Arts degree
    d. _____ Bachelor of Arts or Science
    e. _____ Graduate degree

32. What is the discipline affiliated with your highest level of education? **(Check all that apply.)**
    a. _____ Early Childhood Education
    b. _____ Early Intervention/Early Childhood Special Education
    c. _____ Blended Early Childhood Education/ Early Childhood Special Education
    d. _____ Child Development
    e. _____ Special Education
    f. _____ Elementary Education
    g. _____ Educational Administration
    h. _____ Psychology
    i. _____ Speech Language Pathology
    j. _____ Physical Therapy
    k. _____ Occupational Therapy
    l. _____ Other: Specify discipline_____

33. Which of the following most closely describes your current role? **(Check one.)**
   a. _____ Faculty
   b. _____ Professional development provider (e.g., trainer, technical assistant, coach, mentor)
   c. _____ Consultant
   d. _____ Administrator/Director/Supervisor
   e. _____ Other: Specify role_____

34. For what type of organization do you currently work? **(Check all that apply.)**
   a. _____ State agency (e.g., Department of Education, Department of Social Services, Department of Health)
   b. _____ University, college, or community college
   c. _____ Head Start, Early Head Start
   d. _____ Early intervention
   e. _____ Local or regional agency (e.g., public school, social services, mental health)
   f. _____ Private
   g. _____ Child Care Resource & Referral
   h. _____ Parent/Family support
   i. _____ Military
   j. _____ Other: Specify organization_____

35. Do you provide professional development as part of any state or regional professional development network(s)/system(s)? **(Check one.)**
   a. _____ Yes: Specify what network(s)/system(s)_____
   b. _____ No

36. Do you have a credential from your state as a professional development provider? **(Check one.)**
   a. _____ Yes: Specify the credential_____
   b. _____ No

37. In which state do you currently work? **(Check one.)**
   a. _____ Georgia
   b. _____ Illinois
   c. _____ Minnesota
   d. _____ Pennsylvania
   e. _____ South Carolina
   f. _____ Virginia

THANK YOU for taking the time to complete this survey!

The National Professional Development Center on Inclusion (NPDCI) works with states to create a system of high quality, cross-sector professional development to support inclusion of young children with disabilities in early childhood settings. NPDCI offers states an integrated, facilitated sequence of planning and technical assistance to develop, implement and monitor a plan for professional development and inclusion, along with tools and products to support state efforts. NPDCI is devoted to collective learning and system improvements in professional development for early childhood inclusion.

Visit www.fpg.unc.edu/~npdci for more information.